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Putting the *Citizenship* in Education, Citizenship and Youth: A Message from the Minister

I'm pleased to welcome you to the second issue of *Education Manitoba* since my appointment last November as Minister of Education, Citizenship and Youth. At that time, you may have noticed that the name of the Department changed from Manitoba Education and Youth, to Manitoba Education, Citizenship and Youth (MECY). What does this name change mean for the Department and its stakeholders in the education community?

The change signals that MECY will place greater emphasis on preparing young people to develop the knowledge, values, and skills they need to understand their role as citizens, and to participate actively in helping to shape their communities. By adding *citizenship* to its name, the Department highlights the role of education in preparing students to become informed and involved members of their communities. It also recognizes that the Department has a responsibility to sustain an ongoing dialogue with students about their responsibilities and rights as citizens.

MECY currently delivers a wide range of initiatives, in and out of school, to assist students and youth to understand their roles as citizens and to support them as they become fully engaged members of society.

- **Citizenship as a Core Concept in Social Studies:** The new Manitoba social studies curriculum identifies citizenship as a core concept.
- **Community Service Credit:** Every secondary student in Manitoba can earn one half-credit or one credit for performing community service work.
- **Interchange on Canadian Studies:** Bureau de l'éducation française (BEF) supports this annual exchange program for high school students.
- **UNESCO Associated Schools Project:** Manitoba is participating in this worldwide network of over 6000 schools who are learning to live together. The core themes are democracy, intercultural learning, the environment, and the United Nations.
- **Québec Exchange:** Every summer ten students from Quebec and nine from Manitoba are offered summer employment in their sister provinces.
- **Youth Serves Manitoba:** Post secondary students earn $500 bursaries by performing community service work.
- **Youth Town Halls with the Ministers:** For the past four years, MB4Youth has hosted these events where students from across Manitoba have the opportunity to raise issues with provincial Cabinet Ministers.
- **MB4Youth Advisory Council:** This 15-member ministerial advisory committee recently held its inaugural meeting and is setting its mandate on how best to advise the Minister on matters relating to youth.

In addition to these activities, MECY is considering new initiatives to promote citizenship education and activities. One proposal we are considering is creating a Teachers' Institute at the Manitoba Legislature, which would provide teachers with an opportunity to learn about parliamentary democracy.

As Minister of MECY, I have the opportunity to visit many schools and to meet educators and students throughout the province. I look forward to visiting your region and seeing how student and youth engagement is contributing to your schools and communities.

Honourable Peter Bjornson
Minister of Education, Citizenship and Youth

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Progress on the Manitoba K-S4 Agenda for Student Success

The Manitoba Kindergarten to Senior 4 (K-S4) Education Agenda for Student Success is organized around six priorities. This issue highlights the fourth priority, while also updating some items of general interest.

Priority four: "Improving learning opportunities for all students"

1. **Focus professional learning on key areas of instructional practice:** The Department worked with stakeholder groups to develop a Manitoba Professional Learning Model, and to develop a support document and website on professional learning that will be released this fall.
2. **Develop a website that highlights good practice and research related to professional learning:** The Department posted a reorganized Professional Learning web page at <http://www.edu.gov.mb.ca/ks4/proflearn/>.
3. **Develop new formats for professional learning:** The Department piloted the Strategic Technology-Assisted Professional Learning Environment (STAPLE) with Grade 5 teachers last year, and Grade 7 teachers this year at <http://www.edu.gov.mb.ca/ks4/staple/>. STAPLE applications are expanding this year to supporting curriculum development, developing a support document, creating professional learning communities, and piloting an interdisciplinary unit.
4. **Strengthen professional learning for school leaders:** Administrator Certificates Levels I and II are being reviewed by the Teacher Education and Certification Committee.

Other Highlights

- The Department released the following support and discussion documents, available at <http://www.edu.gov.mb.ca/ks4/agenda>:
  - *A Profile of Student Learning and Performance in Manitoba: 2002-2003*
  - *Report on the English as a Second Language Program Review: The Renewal of Kindergarten to Senior 4 ESL Programming in Manitoba*
  - *Diversity and Equity in Education: An Action Plan for Ethnocultural Equity*
  - *Supporting Inclusive Schools: School-Based Planning and Reporting: A Framework for Developing and Implementing Annual School Plans and Reports*
- A legislation amendment on appropriate educational programming progressed through second reading.
- An employability skills portfolio was released to schools.
- Research forums were held in Winnipeg and Dauphin.

For more information about the K-S4 Agenda, visit <http://www.edu.gov.mb.ca/ks4/agenda/>.

How Schools Can Promote Participation in Citizenship Activities

The research literature on student participation in schools identifies several examples of good practice:

- student planning and decision-making in school improvement activities
- student-led activities
- student-created assessments
- teachers' apprenticeships
- school-oriented community service
- mentoring younger students
- engaging students as researchers

Many Manitoba schools are currently engaging students through these activities, both within social studies and through other subject areas. It is important to note that student participation must be appropriate to the level of the student's abilities and that the level of participation is often dependent on the decision-making environment, the decisions under consideration, and the reasons for involving students.

Involving students in decision-making has implications for teachers and others who work with youth, including families. In its publication, *Taking Participation Seriously*, the New South Wales Commission for Children and Young People (2001) places as much stress on the importance of adults and organizations adapting their own behaviour as it does on techniques for reaching students. It emphasizes the need for schools and organizations to

- believe in the importance of giving young people a say in decisions
- make sure young people understand their role in the decision-making process
- make young people feel comfortable in taking part in discussions
- involve youth from conceptualization to implementation of the project goals
- develop strong relationships with young people
- ensure that involvement is enjoyable and rewarding for both participants and the organization

ArtsSmarts Manitoba Begins

Student motivation, improved attendance, and increased academic performance have all been linked to using the arts as a mode of teaching. A new project has been initiated in Manitoba with funding from The JW MacConnell Foundation—*ArtsSmarts Manitoba* is a partnership of Manitoba Education, Citizenship and Youth, Manitoba Culture, Heritage and Tourism, and the Manitoba Arts Council. Its mandate is to promote and support using the arts as a vehicle for student learning. The activities are to be curriculum-aligned but projects may originate from the school or the community. To learn more about the program, visit <http://www.artssmartsmanitoba.ca/>.

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Career Portfolio Guide Helps Students Achieve Success

Do you want to help your students develop an outstanding career portfolio? Check out Manitoba Education, Citizenship and Youth's new *A Self-Managed Career Portfolio Guide* <http://www.edu.gov.mb.ca/ks4/does/support/c_portfolio/>.

The world of work has changed profoundly in the last two decades, with a variety of work opportunities now available. As more people, by both choice and necessity, embrace self-employment, contract work, and consulting work, the ability to demonstrate current skills and knowledge to prospective employers and post-secondary institutions becomes crucial for work success. In addition, a commitment to lifelong learning, the ability to make effective work and learning transitions, career self-reliance, and creative self-marketing are all essential for today's successful worker.

A Self-Managed Career Portfolio Guide serves as a dynamic tool to assist students in achieving success in this challenging world of work.

The draft version of the portfolio guide was piloted at various locations, and the initial reactions were very positive. Student feedback included:

- "It will be a good way to show my employers my achievements so far in life."
- "Very professional looking, can organize it easily, employers will be impressed, and you can be open and creative with portfolios."
- "I believe that the development of a portfolio will help to build confidence and self-esteem."
- "It helps you get to know your strengths and weaknesses. Once you know your weak spots, you can develop them until they are strengths."

Manitoba Education, Citizenship and Youth is encouraging all secondary school students to develop a portfolio of skills linked to lifelong learning and employment.

Copies of *A Self-Managed Career Portfolio Guide* are available to schools and youth-serving agencies.

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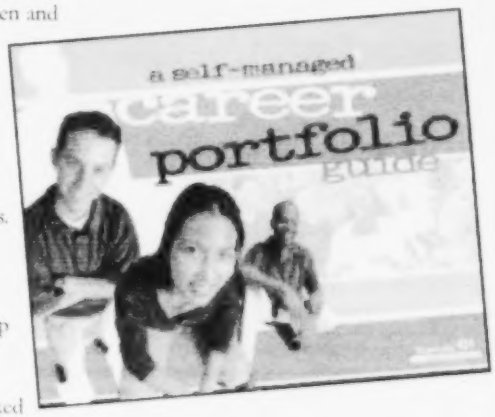


S1-S2 Physical Education/Health Education Update

Curriculum Update

Senior 1 and Senior 2 Physical Education/Health Education: A Foundation for Implementation is scheduled to be released early in the fall of 2004. Draft versions of the document will be posted on the Department's website in July 2004.

Curriculum Orientation Workshops

To assist with planning for system-wide implementation in 2005-06, the Department offered several workshops to teachers, administrators, and supervisors from January to March 2004.

The workshops were designed to help educators familiarize themselves with the "new" physical education/health education curriculum, which differs significantly from past curricula. Examples of changes include:

- student learning outcomes (rather than teacher objective/goals) under the umbrella of the five General Learning Outcomes of Movement, Fitness Management, Safety, Personal and Social Management, and Healthy Lifestyle Practices
- health-oriented curriculum model (as opposed to a sport-oriented curriculum model) that addresses the five major health risk areas for children and youth: inadequate physical activity, unhealthy dietary behaviours, drug use/abuse including alcohol and tobacco, sexual behaviour that results in sexually transmitted infections and unintended pregnancies, and behaviours that result in intentional and unintentional injuries
- compulsory outcomes that require a school division planning process to determine local policy related to the potentially sensitive outcomes that appear in General Learning Outcomes 3 and 5

Workshops will be offered throughout 2004-05 during the second year of voluntary implementation.

Learning Resources

In April 2004, a teacher-evaluator team conducted the second review of learning resources submitted by publishers. Annotated bibliographies are posted on the Department's website at <http://www.edu.gov.mb.ca/ks4/learnres/bibliographies.html>.

The Department has also developed a number of teacher support documents related to the Kindergarten to Senior 2 Physical Education/Health Education curriculum. These include *Guidelines for Fitness Assessment in Manitoba Schools*, a resource to support GLO2—Fitness Management, and a resource related to GLO 5—Human Sexuality learning outcomes.

Learning resources are available for viewing at Department workshops. Refer to the Department website for regular updates on workshops and draft copies of curricula.

Geographic Information Systems Software Available to K-S4 Schools

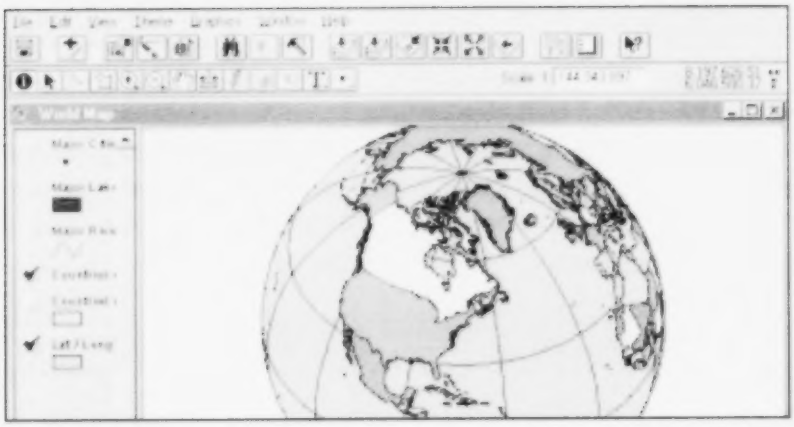
In June 2003, Manitoba Education, Citizenship and Youth acquired the rights to a provincial site licence for the ESRI Canada Ltd. GIS software ArcView, ArcVoyager, and ArcCanada for use by students and educators. This software is currently in use in several Manitoba schools.

What is GIS? Geographic information systems (GIS) software is used increasingly in business and industry—in real estate, banking, marketing, government, and agriculture. This software allows students to see, explore, and analyze data by location, revealing hidden patterns, relationships, and trends. Students create dynamic maps, tables, and charts, and determine relationships between location (where) and attributes (what) of things. These activities promote critical thinking as students engage with real-world problems and propose real-world solutions. Although there are many interdisciplinary connections for GIS, social studies and science teachers will find the software most useful.

The *Manitoba Social Studies Curriculum Framework of Outcomes* and the soon to be released *Foundation for Implementation* documents include references to the use of GIS as a tool to enhance student understanding. The agreement between Manitoba Education, Citizenship and Youth and ESRI Canada Ltd. provides schools free use of the software and accompanying resources.

ArcView: With more than 100,000 copies in use worldwide, ArcView is the most popular desktop GIS and mapping software available today. It is best suited to students in Grade 7 through Senior 4. ArcView allows students to work with maps, database tables, charts, and graphics in a single view. This provides opportunities for data visualization, analysis, and integration of the various types of information, along with the ability to create and edit geographic data.

ArcVoyager: ArcVoyager is a simplified version of ArcView and has been



designed for use by younger students (Grades 4 to 6). ArcVoyager includes data and tools that provide the opportunity to engage in geographic thinking with GIS in a more controlled and supported environment. ArcVoyager step-by-step tutorials are a recommended starting point for users new to GIS software.

ArcCanada: ArcCanada is a set of four CD-ROMs that contain Canadian data, utilities, and lessons to be used with ArcView GIS. The CD-ROMs include 1991, 1996, and 2001 Canada census data.

Spatial Analyst: Spatial Analyst is an extension to ArcView GIS that provides additional analytic capabilities to better understand spatial relationships among the data. Spatial Analyst can be used to model raster data in addition to the vector data that ArcView supports.

GIS Training and Professional Development: Online training is available from ESRI Canada Ltd. through a secure website. A generic username and password for all Manitoba educators has been provided to all schools that requested the software. This online training is intended for educators only.

Manitoba Education, Citizenship and Youth will schedule regional orientation sessions for spring 2004. These sessions will provide an orientation to the use of GIS in the classroom and hands-on experience with GIS. Visit the Workshop Registration System at <http://www2.edu.gov.mb.ca/yag/> to find information and register for sessions.

Onsite courses are offered by ESRI Canada Ltd. for beginner and advanced users of GIS for a fee. Contact ESRI Canada Ltd. at <k12@esricanada.com>.

Teachers may install and use a personal, single-use licensed copy of the software, data, and related materials, including documentation, at their residence for the specific purpose of becoming proficient with the software and to develop curricula or research expertise.

RESOURCES

- For examples of applications of GIS in education visit: <http://www.esri.com/industries/k-12/>
- For more information on ArcVoyager visit: <http://www.esri.com/industries/k-12/voyager.html>
- ArcLessons, GIS-based lessons ready for use in the classroom, including data, student instructions, and teacher instructions, are available on the ESRI website: <http://gis.esri.com/industries/education/arclessons/arclessons.cfm>
- To access the online training visit: <http://k12.esricanada.com/onlinetraining/>
- Technical Support is available to Manitoba educators with technical problems or problems with any of the ESRI lessons available for classroom use. To access support call toll free 1-877-441-0337 from 7:00 a.m. to 6:00 p.m. or email <support@esricanada.com>.
- For the *Manitoba Social Studies Curriculum Framework of Outcomes* visit <http://www.edu.gov.mb.ca/ks4/cur/socstud/>.

ESRI Canada
www.esricanada.com

Aboriginal Education Initiative

As part of its commitment to Aboriginal education, one of Manitoba Education, Citizenship and Youth's initiatives is to develop Aboriginal languages and cultures curricula.

In January 2003, an Aboriginal Languages curriculum project team was formed to oversee the development and implementation of curricula for Aboriginal languages and cultures. The team adopted the draft *Aboriginal Languages Framework* and *Foundation for Implementation* documents, developed by The Winnipeg School Division, as the basis for subsequent work. The provincial curriculum framework, *Kindergarten to Senior 4 Aboriginal Languages and Cultures: Manitoba Curriculum Framework of Outcomes* will support the teaching and learning of Aboriginal languages and cultures throughout Manitoba.

Community Consultations

Since the Department views community involvement as crucial to the curriculum development process, three two-day regional community consultations were organized. The purpose of the consultations was to share the draft framework with Elders and youth and to record their feedback as quotes for inclusion in the framework.

Unique to the curriculum development process of Aboriginal languages and cultures, the community consultations were especially rewarding. Following is a summary of the consultations:

- The framework and information regarding the development of curricula for Aboriginal languages and cultures was very well received.
- Quotes from Elders and youth validated the need for revitalizing, maintaining, and preserving Aboriginal languages and cultures in urban and rural communities in Manitoba.
- Elders were very open and giving with their words of wisdom, and very forthright at sharing with Department personnel charged with the development of curricula for Aboriginal languages and cultures.
- Youth were very interested and wanted to know when the curricula will be implemented in Manitoba schools so they can benefit from the programming.
- The respectful relationships that developed amongst participants during these consultations were very positive.

Ultimately, the goals of the consultations were achieved. *Miigwech* to the participants and project team members who assisted in organizing the sessions.

Next Steps

- *Kindergarten to Senior 4 Aboriginal Languages and Cultures: Manitoba Curriculum Framework of Outcomes* will be distributed to Manitoba schools in the fall of 2004.
- Work will begin on grade-specific *Foundation for Implementation* documents (2004-05).
- An Aboriginal Languages learning resources review will be conducted (2004-05).
- Pilots for the *Foundation for Implementation* documents will be organized (2005-06).

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Elder Focuses on Aboriginal Perspectives, Youth Challenges

The Brandon School Division has had an Aboriginal Elder as an education consultant since 1993. Kevin Tacan has fulfilled the role for the past seven years. Much of Tacan's work has been helping the staff of the 23 schools in the Brandon division provide an Aboriginal perspective in the courses they teach.

Aboriginal youth face many challenges, Tacan says, but being consistent with their education is one of the most difficult things. Aboriginal students often have to face loneliness, stress and, culture shock, and it affects how they learn. Tacan's formal presentations over the past seven years have not only helped young Aboriginal students increase their self-esteem, they have also increased the understanding of non-Aboriginal students and staff about Aboriginal culture. This is making the schools more positive environments for Aboriginal students.

The school division hosts a special event in the spring for Grade 4 students called Aboriginal Education Day. It is time set aside to teach more than 800 students from three different school divisions about Aboriginal perspectives, and it has produced positive results.

"If our Aboriginal students of today can learn the Canadian education system and understand their own language, culture, and history, they will have more tools to survive in both worlds," Tacan explains. "In our teachings this is described as balance."

Provincial Document Supports Inclusive Planning and Reporting

In January 2004, Manitoba schools received *Supporting Inclusive Schools: School-based Planning and Reporting: A Framework for Developing and Implementing Annual School Plans and Reports*—a collaborative response to a province-wide request by Manitoba educators for comprehensive information on school planning and reporting for all students. The foundation of the document and its workshops rests upon extensive consultations with educators on effective planning and reporting processes already occurring in the province.

Manitoba schools have a lengthy history of planning and reporting, using a variety of processes that have evolved over time within each educational community. As the range of challenges facing schools broadens, the need for effective, streamlined planning and reporting deepens.

The school-based planning and reporting document is intended to assist school communities with the preparation and implementation of effective annual school plans, planning reports, and community reports. It begins with a review of the purpose and benefits of school-based planning and annual school plans. It links the various levels of educational planning and reporting with the aim of streamlining the planning process.

School-based planning allows individual schools to respond to the unique needs and strengths of the communities they serve. It links individual, classroom, school, division, and departmental planning and reporting processes. At its most effective, linkages among all levels increase efficiency and enhance communication. Manitoba Education, Citizenship and Youth is committed to ensuring that effective school-based planning occurs across Kindergarten to Senior 4, and that parents and community members are provided with significant opportunities to participate in preparing annual school plans and reports.

This document outlines key planning concepts and issues and suggests guiding principles that may assist school communities to initiate or strengthen their planning processes to develop effective annual school plans. The planning process suggested in the document parallels the process outlined in *Planning for Behaviour* (2001) and *A Handbook for Student Services* (2002).

Finally, the document also provides vignettes, planning charts, common data sources, samples taken from actual planning reports and community reports, a glossary of terms, templates, and reference lists to provide detailed resources for further information.

The March regional workshops provided an overview of the document in the morning and an interactive training seminar in the afternoon. The theme of the workshops was sharing successes and coaching. Many school divisions sent teams to plan the implementation of new policies and practices, and to organize and lead ongoing staff development and support activities.

As educators, we all hold within us the capacity to teach others and learn from others. Networking among teachers, schools, and division planning teams provides essential support, reduces frustration, and facilitates positive change.

Tactile Map-Making Encourages Kinesthetic Approach to Learning

It was the last five minutes of French class with my Grade 4 students. We were nearing the end of the unit "Dans une isle," so on the spur of the moment I decided to use the time to talk about our final project, making a map. I had already given some thought to Tyler, a student who is blind, and I had decided that his project could be in the form of a tactile map. As I talked to the students, I mentioned that the maps would be a group project and as I said this I realized that it would hardly be fair to have Tyler working on his own. I mentioned that I thought it would work best if his whole group did a tactile map and glanced over at the teaching assistant who helps him. She was vigorously nodding "yes!" There was a cry from the other students, however, as many pointed out that they too wanted to make a tactile map, and it wasn't fair that only the people in Tyler's group got to do so. The T.A. and I glanced at each other again and agreed—tactile maps it would be.

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For my visually impaired student, this activity had several benefits. He was fully included in all aspects of the project—no special adaptations had to be made that set him apart from others in the class. He was somewhat of an expert, in fact (although not the only one!) because of his proficiency in Braille. It was great to see him flourish as a result of being the helper rather than the one being helped.

Tyler was not the only one who benefited, however. Many students were thrilled by using a more kinesthetic approach. I realized that as much as we pay lip service to the idea of multiple intelligences, it may take a situation where a teacher is forced into finding other ways to teach students before we really use our creative abilities—and allow students to use theirs.

Preparing for After High School: Regional Dialogue Sessions

Manitoba Education, Citizenship and Youth and Manitoba Advanced Education and Training hosted regional dialogue sessions on Preparing for After High School: Linking Education, Career and Financial Planning. Sessions were held in Winnipeg, Brandon, and The Pas in mid-October 2003 and were attended by approximately 150 participants composed of education planners, guidance staff, administrators, division officials, educators from Middle and Senior Year schools, as well as parent and industry representatives and Department staff.

The dialogue sessions were prompted by recent Manitoba research conducted by the Canadian Millennium Research Foundation on the Role of Guidance in Post-Secondary Planning <http://www.millenniumscholarships.ca/en/research/archive/>. Findings from this study suggest that students begin to identify what education or career path they might pursue while they are in their Middle Years. The study also indicates that students and their families are often poorly informed regarding post-secondary opportunities such as skills training, apprenticeship, on-the-job learning, college and university, and financial assistance. The findings for Manitoba have been published and sent to schools, and are available online at <http://www.edu.gov.mb.ca/ks4/docs/policy/guidance/>.

The need for clear, coordinated information to make choices about post-secondary activity was a major topic for discussion at the dialogue sessions. Participants also talked about the need for educators, parents, and students to recognize skilled careers as a positive career choice.

The participants generated many good suggestions for schools, families, industry, and the Department. Feedback from the participants indicated that they appreciated the opportunity to network and engage in a dialogue about preparing for after high school. These suggestions are contained in the *Report from the Regional Dialogue Sessions* <http://www.edu.gov.mb.ca/ks4/policy/car_dev.html>. A working group composed of Department representatives, members of the educational community, and representatives of business/industry and apprenticeship is currently being established to develop a work plan to implement many of the suggestions that were raised at the dialogue sessions.

National and International Assessment Update

Since their respective inceptions, the province of Manitoba has participated in the international Programme for International Student Assessment (PISA) and the pan-Canadian School Achievement Indicators Program (SAIP). Both programs focus on science, reading, and mathematics, with SAIP also covering writing. Further information is available under the ASSESSMENT link at <http://www.cmec.ca>.

In 2003, schools across the country administered the PISA assessment, which focused on mathematics, along with the Youth in Transition Survey (YITS) conducted by Statistics Canada. The first public reports are scheduled for release before the end of 2004. The first PISA assessment in 2000 focused on reading. National and international reports have been published and the data continues to be used worldwide for a variety of research projects.

This spring (2004), over 200 schools in Manitoba will have administered the most recent pan-Canadian SAIP assessment in science. The previous science assessments occurred in 1996 and 1999. Participating students, teachers, and school administrators also completed questionnaires to allow for contextual factors to be determined and correlated with performance. The report is scheduled for release in early 2005.

Public reports (both PISA and SAIP) are available at the website referenced above and include detailed and varied information about Canada's and Manitoba's performance. Below is a summary of Manitoba's performance in science for SAIP. Results are provided for 13- and 16-year-olds, the two age groups targeted by the SAIP assessment. Performance is expressed in terms of the percentage of students attaining a given level of performance. There are five levels, with level 2 approximating most closely what is typical of science knowledge for 13-year-olds, and level 3 typifying the science knowledge of 16-year-olds.

Manitoba is the only jurisdiction in Canada in which French Immersion program students participate in the SAIP science assessment in French.

	Age 13				Age 16			
	English		French		English		French	
	level 2	level 3	level 2	level 3	level 3	level 4	level 3	level 4
1999								
Manitoba	72.8	53.7	61.2	40.3	79.8	35.5	76.2	21.9
Canada*	73.3	53.3	73.3	53.3	76.1	31.6	76.1	31.6
1996								
Manitoba	72.9	42.4	59.7	29.4	67.8	29.6	67.7	30.2
Canada*	71.8	42.9	71.8	42.9	68.7	26.0	68.7	26.0

** For Canada, results for French and English were combined in the public report.*

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Portfolios Prepare Students for New Opportunities

By Virginia Snyder
Former teacher, Murdoch MacKay Collegiate

The portfolio is a powerful tool for students. This power is not only in the portfolio itself, but in the students as well. The students' power comes from the increased knowledge, strength, and confidence they acquire by working through the process of gathering information about themselves and creating a portfolio. The students are in a position to confidently represent themselves, whether it be in a job interview or an application for further education and training.

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In the initial gathering process, students use the research skills of gathering information, analyzing their findings, and reflecting on the significance of the analysis. The subject they are researching initially is themselves. This process honours individuality by valuing students' life experiences—students are able to name, claim, and articulate their strengths, skills, and knowledge. Students then use their life experiences to write proof statements to support their claims. Once they can recognize the value in what they have learned at home, in the community, and through volunteer work, they are able to represent themselves with confidence and pride.

Once the portfolio is created it has many different uses. Students can use portfolios in the following ways:

- **As a personal development tool:** By going through the process of gathering data, students are able to identify areas of strength but also areas they would like to improve. They can then create a plan of action to enhance or improve areas that they feel need attention. They can develop the wanted skills through extra study, volunteer work, or part-time employment opportunities.
- **In a job interview:** In an interview setting students have written proof of their abilities, and by preparing their portfolio they have written and rehearsed the words they need to represent themselves effectively.
- **For career exploration and development:** Through increased understanding of their personality, interests, and strengths, students can identify and research careers that use the traits they possess. By charting their responsibilities and skills they can be ready for career advancement whenever an opportunity arises.
- **For further studies and training:** By gathering information and planning a career, students may recognize that further education and training is necessary. High school students can quickly see where their strengths lie. They use this knowledge in choosing courses. For a high school graduate it is becoming more common to include a portfolio with an application for further studies and training.

A portfolio must be recognized as a fluid document. It changes continuously as students gain new skills and knowledge, and as their focus in life becomes sharper. It is a lifelong tool and should be carefully maintained and updated as individuals progress through their education and career. The power of a current portfolio is that an individual is constantly prepared to meet new opportunities.

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The newsletter includes articles from the education community and from Manitoba Education, Citizenship and Youth. Signed articles appearing in this magazine express the views of their authors and not necessarily those of the Department.

Distribution:

Education Manitoba is distributed free to schools in Manitoba. This newsletter can be viewed online at <http://www.edu.gov.mb.ca/ks4/newsletter/newsprint/>.

A similar document has been developed by the Bureau de l'éducation française Division for the Français and the French Immersion Programs.

Contact Information:

We invite contributions to *Education Manitoba*. When forwarding submissions, please include your name and telephone number, and send materials in print and electronic formats to:

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We also want to hear what you think about our newsletter. Please send your comments, ideas, and suggestions to the address specified above.

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